1949
BOWES, John S. Trends in objectives in elementary school social studies as shown in state courses of study and state curriculum materials

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Thesis

TRENDS IN OBJECTIVES IN ELEMENTARY SCHOOL SOCIAL STUDIES AS SHOWN IN STATE COURSES OF STUDY AND STATE CURRICULUM MATERIALS

Submitted by

John S. Bowes

(A. B., Boston College, 1941)

In Partial Fulfillment

of the Requirements for the degree

Master of Education

1949

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CHAPTER I

THE PROBLEM

This study will examine the statements of objectives for elementary school Social Studies found in state courses of study for the purpose of determining their status in certain respects. The study will also try to ascertain whether or not there have been certain trends in these objectives in the past fourteen years.

The existence or non-existence of these trends will be determined by comparing certain of the findings of this study with those of a similar one done by Ola Lee Barnett at the George T. Peabody College for Teachers in 1935. [1]

Specifically, this study will attempt to answer the following questions regarding elementary school Social Studies objectives:

1. Has there been a trend towards treating the Social Studies as a unified field?

2. Are there any significant differences between objectives in those courses which treat Social Studies as a unified field and those in which they are divided into History, Geography, Civics, etc.

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[1] Ola Lee Barnett, Social Studies Objectives Given in State Courses of Studies (unpublished Master's thesis, George T. Peabody College for Teachers, Nashville, 1935).

3. What type of organization prevails in the objectives, lists for subjects as a whole, or grade lists?

4. To what extent do statements of objectives appear as essays rather than itemized lists?

5. To what extent are objectives analyzed for the guidance of the teacher?

6. Which of the objectives set forth in A Charter for the Social Sciences in the Schools and in other places in the literature are most used in state courses of study?

This study accepts as the definition of an objective the one appearing in the Dictionary of Education:

> Objective: (1) a goal or standard to be achieved by the pupil when the work in the school activity or school division is completed; (2) the end toward which a school-sponsored activity is directed; (3) a desired change in the behaviour of a pupil as a result of experience directed by the school. [2]

The elementary school is understood here as consisting of the first eight grades, since the majority of state courses so regard it.

As many of the authors quoted in this study use the terms, "Social Sciences" and "Social Studies" with a certain interchangeability, some clarification is perhaps necessary. Wesley makes this distinction:

> The field of human relationships is described and organized in the social sciences and to a lesser degree in the social studies. The distinction between these two

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[2] Carter Good, editor, Dictionary of Education (New York: McGraw-Hill Book Co. Inc., 1945), p. 278.

> phrases is one of degree rather than kind; it is practical rather than theoretical or philosophical. The social sciences are the formal, scholarly and advanced studies of co-operation and conflict . . . the social studies are the selected, reorganized and simplified portions of the social sciences which are used for instructional purposes. The social studies are the social sciences in the curriculum. [3]

In view of the above, it was felt that the term "Social Studies" would be more exactly descriptive of the materials examined in this study.

On the other hand, since the terms "course of study" and "curriculum" are not mutually inclusive, both are used in the title. Regarding the distinction between these two, Caswell has this to say:

> The present viewpoint places the course of study in different relationship to the curriculum from that under the older conception. The two terms are no longer considered as synonymous. The course of study becomes a manual or guide designed to aid the teacher in developing the curriculum. It is a means rather than an end as formerly, and is tested by the contribution it makes to the development of desirable curriculum. [4]

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[3] Edgar B. Wesley, "The Nature and Functions of the Social Studies in the Elementary School," Twelfth Yearbook of the National Council for the Social Studies (Washington, D. C., the Council, 1941), p. 48.

[4] Hollis T. Caswell, Education in the Elementary School (New York: American Book Co., 1942), p. 189.

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter this study will attempt to examine some of the significant contributions to the literature on objectives for the elementary school in general and on Social Studies in particular. The study will attempt to trace first, the trends in these objectives in recent years and second, the present status of thought on Social Studies objectives.

Because of the all-embracing nature of the Social Studies it has been difficult in many places to make a hard and fast distinction between objectives for Social Studies and those for education in general, as well as between objectives for the Social Studies on the elementary level and on the secondary. This is perhaps best demonstrated by the following words on the purpose of education itself--a purpose which like many cited for education as a whole, leans heavily on the Social Studies for its realization.

> The general end of education in America at the present time is the fullest possible development of the individual within the framework of our present industrialized, democratic society. The attainment of this end is to be observed in individual behaviour and conduct. The term 'education' implies the existence of some person other than the learner, a person moreover who is interested in the outcome and who desires to encourage one type of conduct rather than another. [1]

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[1] The National Education Association and American Association of School Administrators' Educational Policy Commission, The Purposes of Education in American Democracy (Washington, D. C., the Commission, 1938), p. 41.

Again, Stephenson, in an article for Social Education, had this to say:

> Since the scope of the social studies is as broad as life itself, the fundamental purpose in teaching them differs little from that of education in general. [2]

A. History of Objectives

What might be called an integrated educational philosophy regarding objectives did not emerge until the latter part of the nineteenth century. Its effect was immediate and profound. Indeed that effect is still felt in many areas. The philosophy has been given many names. Giles, McCutcheon and Zechiel call it the "disciplinary aim", and have this to say about it:

> Under the disciplinary aim subject matter was classified, systemetized and formalized. The cultural heritage was transmitted through courses thus systemetized. The fact that knowledge organized in this way made its mastery more difficult for the learner was considered a point in its favor, for it supposedly had greater disciplinary value. Although psychological research has given experimental proof that the theory of mental discipline is inadequate, much of our current educational practice can be justified by no other assumption. [3]

The next step in the evolution of our ideas on objectives came in 1918. Although this occurs at the secondary level, it is included here because it is felt that lacking any well formulated principles for the Social Studies in the Ele-

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[2] Orlando W. Stephenson, "Implications of Individual Differences in Social Studies Teaching", Social Education, 11:300, November, 1947.

[3] Harry H. Giles, S. P. McCutcheon and A. Norris Zechiel, Exploring the Curriculum (New York: Harper Bros., 1942), p. 3.

mentary School those charged with making the elementary curriculum would be bound to borrow these in order to fill the vacuum. The above authors report as follows:

> In 1918 the Commission on the Reorganization of Secondary Education issued a report, Cardinal Principles of Secondary Education. This report was among the first of the attempts to make education more functional in nature.... [According to the report] The individual is engaged in the work of the world, has a certain amount of leisure time, lives in a home and community, uses goods and services, has problems requiring cooperative action of the social group and forms some kind of working philosophy of life. These concerns and activities impose demands on the individual which must be met, and problems inherent in these demands must be solved, or unhappiness and maladjustment result. [4]

This, too, was to prove inadequate however and Giles, McCutcheon and Zechiel conclude their brief sketch:

> Recognizing the disadvantages of the 'life demands' approach to curriculum building [because they were focused on the activities of adults rather than boys and girls] as applied through the analysis of adult activity, the Commission on Secondary School Curriculum studied the problems of general education from the approach through adolescent needs. [In 1932.] The Commission assumed that processes and goals of education should be relevant to the needs of the learner as he interacts with his social medium. [5]

In other words the objective of social cooperation is better served by the formation of a club or athletic team than by a study, however intensive, of the processes of democratic government.

Any lingering doubts on the validity of this last might be disspelled by the following passage from Beard's A Charter for the Social Sciences in the Schools:

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[4] Ibid., p. 4.

[5] Ibid., p. 5.

> . . . we must be on our guard against the adoption of the hasty opinion that the public schools can solve the problems of democracy or at least pave the way for easy solutions. On this assumption it is sometimes urged that the chief purpose of the social studies is to assure a presentation and discussion of current issues. Out of this, it is said, will come the proper preparation of the people for their historic mission. . . . There is no assurance that the problems discussed today with such assiduity will be the problems before the country when the children now in the grades reach maturity. [6]

Beard hammers home this point with the example of the issues hotly discussed in his own youth; free silver and the trusts. Its validity is in no way lessened by the coincidence that the silver issue was to have a brief recrudescence a few years later in the social turmoil engendered by the New Deal. Beard also points out quite aptly the impossibility of discussing many important problems in some communities.

In 1937, Wirth had this to say in the Eighth Yearbook of the National Council for the Social Studies:

> The current emphasis on the social aims of education is apparent in the various lists of objectives more recently compiled. The frequent occurrence of such terms as 'functional', 'social', and 'practical', indicates that by some writers the social studies are charged with the responsibility of being utilitarian. [7]

That the thought on objectives has by no means

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[6] Charles A. Beard, A Charter for the Social Sciences in the Schools (Report of the Commission on the Social Studies, Part I. New York: Chas. Scribner and Sons, 1932), p. 41.

[7] Fremont P. Wirth, "Objectives in the Social Studies", Eighth Yearbook of the National Council for the Social Studies (Cambridge, Mass., the Council, 1937), p. 39.

sighted its goal and that there is ample need for further search, is strongly indicated by Greenan in an article for Social Education, published in 1940:

> . . . there has never been any real conflict in aims between teaching for knowledge, and teaching for attitudes and character. In the past our immediate aim has been to teach facts, but we always hoped that those facts would be useful in producing more . . . efficient citizens. Now we must confess that not all our hopes have been realized. . . . Our crime rate has not diminished, there are still too many people who do not bother to go to the polls on election day. Profiteering and racketeering seem to be on the increase. There is still a strong tendency to seek panaceas for all of our national ills. [8]

B. Present Status of Thought on Social Studies Objectives

The current literature on Social Studies objectives falls into two distinct categories. There have been some cogent and well thought out suggestions regarding not only the content of Social Studies objectives but also the best method of presenting them for the use of the key individual in the whole educational system, the classroom teacher. There is also a considerable body of criticism directed towards pointing out the shortcomings of current lists of objectives as well as of their manner of presentation.

On the more constructive side, Giles, McCutcheon, and Zechiel put forward the following suggestion:

> We cannot determine needs from a study of society and adolescents as they are but must take into con-

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[8] John T. Greenan, "Attitudes and Ideals in Social Studies Teaching", Social Education, 4:44, January, 1940.

sideration the values we hold to be most worthwhile. The individual needs growth and development, but the direction of that growth is to be determined by the ideals of the culture. [9]

And Merriam:

. . . the details of curriculum making should not be subjects of lawmaking but the outcome of a careful consideration by teaching experts in special fields and by those responsible for the curriculum as a whole.[10]

In much the same vein as the above, Frederick and Farquear note:

Curriculum making in the United States has always been done in a piecemeal, patched up sort of way. Certain materials of instruction are included simply because they have been taught in the past. Other materials are taught because certain organized groups have, for their own purposes, insisted that these be added to the curriculum. [11]

Wesley takes up the argument from there:

An objective does not imply an inevitable body of material. Even more certainly a given body of material does not guarantee a particular outcome. If the study of American History is to result in a belief in democracy, it must be so taught as to produce this result. . . . Failure to recognize this fact which is so obvious to teachers has caused endless confusion among many publicists, legislators, and critics of education. [12]

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9 Giles, McCutcheon and Zechiel, op. cit., p. 9.

10 Charles E. Merriam, Civic Education in the United States (Report of the Commission on the Social Studies, Part VI. New York: Chas. Scribner and Sons, 1934), p. 179.

11 O. I. Frederick and Lucille J. Farquear, "Problems of Life", Part I, School Review, 46:337, May, 1938.

12 Edgar B. Wesley, Teaching Social Studies in the Elementary School (Boston: D. C. Heath and Co., 1946), p. 112.

If some of the above seems harsh, there is more severe criticism to come. There is in the very phrases with which lists of objectives are introduced a certain stale sameness that smacks of ritualism more than of intelligent thought. One reads over and over again in lists published during the prosperity of the twenties, the depression of the thirties, the war and the years following it that "these are times of crisis" and that "never in history have our schools faced a greater task than they do today". Certainly no concept in all of education is more readily adaptable to lip service than that of the "worthwhile objective"; none so readily mumbled and quickly forgotten. Horn, among others, recognizes this in a wry passage:

> Almost every conceivable purpose that could be claimed for instruction in any field is to be found among the objectives listed for the social studies. The statements fail utterly to recognize the differentiated purposes of the various disciplines within the Social Studies or the purposes of the Social Studies as a whole contrasted with those of other fields. The multiplicity and diffuseness of the statements of objectives are matched by their vagueness, inconsistency and romantic unreality. An unfortunate teacher who attempted to follow such lists would rival Stephen Leacock's hero who mounted his horse and rode off in all directions.
>
> . . . . . .
>
> Indeed the listing of objectives seems to be a formality that must be attended to as a matter of ritual rather than the setting up of clear purposes and points of view by which instruction is to be shaped and appraised. . . .
>
> There is nevertheless some justification for a multiplicity of aims if woven into an intelligible

> pattern. The aims and processes of school life are exceedingly complicated. . . but an inordinately extended list of objectives . . . bewilders rather than orients the teacher. [13]

Horn proceeds to say that what is probably needed is not a list at all but a philosophical treatise on the style of Beard's Charter for the Social Sciences in the Schools.

Thompson, taking up the cudgels, gives us a more concrete bill of particulars. Speaking of objectives, he says:

> (1) They lack comprehensiveness. They are too narrow in scope. . . . (2) They are often listed as abstractions which cannot be made the goal of any desirable activity. (3) They lack dynamics. . . . No one desires them sufficiently to make any effort or sacrifice to attain them. (4) They lack clear-cut organization so that one can distinguish among such levels as broad social objectives, concrete. . . social objectives, teacher's objectives and pupils objectives. [14]

Wirth, however, tends to place the blame for the failure of objectives more upon the shoulders of the teacher.

> . . . for some teachers the objectives are mere verbal statements, and no matter how well expressed, how clearly stated or how universally accepted, they nevertheless fail if there is no relation between them and what takes place in the classroom. An important problem then is to translate the objectives

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[13] Ernest Horn, Methods of Instruction in the Social Sciences (Report of the Commission on the Social Studies, Part XV. New York: Chas. Scribner and Sons, 1932), p. 3-5.

[14] Merrit M. Thompson, "Levels of Objectives in Education", Harvard Educational Review, 12:201, May, 1943.

into classroom procedures. 15

Amidst this confusion, it might be well to introduce the criteria set up at the Curriculum Laboratory at Columbia for judging courses of study from the viewpoint of their social philosophy. The list is reported by Bruner et al. and seems to have a definite application here.

1) Is the desirable society conceived of as a democracy?
2) Is it recognized that institutions should be modified as new situations demand, as we achieve better insights and understandings?
3) Is living conceived as a process of making adequate adjustments to a living world?
4) Is social life considered necessary for the fullest expression of the individual?
5) Is there a recognition of life's conflicting forces and issues and have provisions been made to deal with them realistically?
6) Is the school recognized as a conscious agency of social improvement? 16

For a final word, let us turn to Wiley who says:

> Nothing that the state may do through the publication of syllabus materials or guides in this field should be permitted to interfere in any way with the further development of purposeful projects in the various communities, through which the best thinking of the teachers may be drawn out and as a result of which the work may become more efficient toward the attainment of the objectives which have been accepted as the aims of social studies instruction. 17

The significant thing above would appear to be

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15 Wirth, op. cit., p. 39.

16 Herbert B. Bruner, et al., What Our Schools are Teaching (New York: Teachers' College, Columbia University, 1941), p. 211.

17 George M. Wiley, Jr., "Social Studies--a Slogan or a Service", Social Studies, 30:6, January, 1939.

the acceptance of some authoritative list of Social Studies objectives (from whence is not stated) at the same time that the teacher is left free to build around this list, with collaboration, his own course of study.

There has been some slight tendency to state Social Studies objectives in the form of long treatises rather than lists, but, as will be shown, at the level with which this study is concerned the tendency has not been significant.

The suggestion has come from many quarters in recent years that objectives offered in courses of study should be analyzed for the guidance of the teacher rather than baldly stated. That objectives so analyzed are definitely tied to methods is evident, but this is highly desirable, too, since otherwise it is so easy to adopt worthy aims and then do no more about them.

Again, however, while this analysis of objectives seems the most helpful idea brought forward in recent years at the curriculum building level, there is little evidence of its adoption in the materials considered here.

Although the idea of analyzing objectives has received attention from a number of sources, some of the best examples of the system in operation are to be found in Giles, McCutcheon and Zechiel's Exploring the Curriculum. In support of the idea they have this to say:

> Two faults in statements of objectives are frequently found. They are either too specific in the scope covered or they are in the form of generalizations so broadly stated that their meaning is hazy. The reverse should be true. Objectives should be general in the scope covered, but analyzed minutely as to their specific meanings. Unless analyzed carefully, objectives will fail to provide aid to teachers in making decisions. . . .[18]

Later the same authors give the following example:

> Outstanding practitioners in the teaching profession are coming to see more and more clearly the need to attack their objectives directly and to depend less upon an indiscriminate transfer of training from the mastery of logically organized bodies of subject matter. One of the widely held objectives which is being analyzed to see what constitutes its operations is that of developing students who can think intelligently about problems with which they are concerned. . . . A relatively simple [analysis] of this problem that has been used by Mr. Edgerton at Wisconsin High School consists of four steps. Find the Facts. Filter the Facts. Face the Facts. Follow the Facts.[19]

As a more extended example of this idea in operation, the following is quoted in its entirety from the Progressive Education Association's Science in General Education:

> The analysis of the objectives by means of listing the operations involved or the abilities utilized, frequently provides the degree of specificity required for an understanding of the objective. For example, the development of skill in reflective thinking is an objective that is considered important by practically all teachers. In the exercise of reflective thinking, one must be able to

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[18] Giles, McCutcheon and Zechiel, op. cit., p. 13.

[19] Ibid., p. 176.

1. define a problem;
2. formulate an hypothesis;
3. collect data;
4. organize data;
5. draw inferences from data;
6. recognize the difference between inferences which represent a conclusion or solution to the problem, inferences which demand a restatement of the hypothesis, or inferences which demand the formulation of another hypothesis;
7. translate conclusions into action.

Several conclusions can now be drawn relative to classroom procedures:

1. Many opportunities must be provided students to deal with problems they feel are significant.
2. Wide sources of information must be utilized. The practice of assignment-recitation, following a single textbook, is not sufficient. Many books, periodicals, newspapers, interviews, excursions, and experiments should be used.
3. Students must share in the responsibility of defining the problem, formulating hypotheses, and in exercising the abilities required in the collection, organization, and interpretation of data.
4. The evaluation program should give some index of pupil-growth along the lines of the seven abilities listed above.
5. The school should discover, wherever possible, arenas of action in which the students may exercise reflective thinking in meaningful, real situations.

"Objectives less tangible than the development of reflective thinking" are more difficult to analyze. For example, growth toward social maturity cannot be analyzed in terms of required abilities or skills involved. However, insight into the meaning of this objective can be obtained by examining illustrations of typical patterns of behavior.

A student who is "socially mature"
A. Feels social responsibility and
   a. Contributes to the general efficiency of the school as an organization

b. Is on time with regular and special reports on information which the class needs
c. Participates in discussion
d. Cares personally for books and equipment used by the class
e. Serves in any special capacity to which he is elected or appointed

Suggested classroom procedure: Development of esprit de corps, setting high standards for the group. (The teacher must live up to them himself and expect others to do so.)

B. Is sensitive to other people
a. In the class
1. Praises his classmates for good work
2. Finds good qualities in those who are unlike himself

Suggested classroom procedure:
Judicious praise from the teacher
Discovering the unique contributions which each student can make.
Having the teacher step in to protect and encourage a submerged member of the class. (This requires tact on the teacher's part.)
Developing a realization and appreciation of indifferences

b. In the school
1. Speaks proudly of "our department" and the contributions it can make to school life
2. Does not display jealousy or petulance toward teachers and other students
3. Is conscious of the contributions of all departments in the school

Suggested classroom procedure:
Showing respect for the subject-matter contributions of other specialists
Constructive attitude (on the part of the teacher) toward all school activities

c. In his home
1. Cheerfully does his share of home duties
2. Does not impose on others
3. Makes allowance for the failings of others

Suggested classroom procedure:
Considering backgrounds and problems of parents and children
Suggesting (to parents and children) family sports and recreation

d. In the community
1. Is interested in civic problems (government, housing, etc.)

2. Speaks of working conditions during trips to factories, etc.)
3. Makes it a point to talk with others about their work and interests
4. Judges social and economic situations by spiritual as well as material standards

Suggested classroom procedure:

Searching for projects of community concern in which adolescents can participate. (Helpful in this connection, for the teacher, is Paul R. Hanna's Youth Serves the Community.)

Making the acquaintance of many people in the community, introducing students to them in the classroom, and in public institutions, factories, utilities plants, etc.

Pointing out the contributions of individuals in the community to our economic, industrial, and social life

e. In the world
1. Has no racial or national antipathies
2. Shows interest in world problems (e.g., prevention of war)

Suggested classroom procedure:

Stressing of the economic interdependence of the world

Speaking of the contributions of scientists and inventors, statesmen and philosophers--living and dead, of all nationalities---to our present knowledge and civilization; finding stimulating readings of this kind

Attempting to develop an ideal of cooperation in improving our social order 20

Still another example is given by Aldrich, who reports a curriculum set up at N.Y.U. which was built around critical thinking. One aim of this course was the ability to solve problems, and it was broken down in this way:

a. by defining problems

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20 Progressive Education Association, Commission on the Secondary School Curriculum, Science in General Education (New York: D. Appleton Century Co., 1938), p. 483.

b. by identifying feasible courses of action
c. by collecting and interpreting information
d. by reaching tentative decisions based on sound inference, and
e. by acting in accordance with decisions made. [21]

Fleischer also gives us an example of a very brief analysis. In this case the objective is the recognition of propaganda, and it is broken down thus:

> . . . 1) what is the source? 2) is the whole picture being shown? 3) is the material opinionated. [22]

At this point in the study we must consider what should be the objectives of the Social Studies program in the elementary school. No authoritative list as such exists for the elementary school or any other level; however a survey of the report of the American Historical Association's Commission on the Social Studies, particularly part one, A Charter for the Social Sciences in the Schools, as well as the writings of various leaders in this field, yields an exhaustive and definitive list of possible objectives for the Social Studies. It will be the purpose of this study, in part, to compare with this list the objectives actually set up in state courses of study.

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21 J. C. Aldrich, "Developing Critical Thinking", Social Education, 12:115, March, 1948.

22 R. D. Fleischer, "Detection and Counteraction of Propaganda", Social Studies, 39:9, January, 1948.

The writer is fully aware of the apparent inconsistency of his position here. He has said above that some of the best current thought favors stating objectives in treatise form, and then when presented with such a treatise in A Charter for the Social Sciences in the Schools, he has violated this principle by wresting from their context the ideas set forth in the Charter and other writings and arbitrarily listing them. In defense it must be said that an objective, concrete comparison makes such an action necessary since objectives are almost invariably so stated in the courses of study being examined.

Following, then, is a list of desirable objectives set forth in Beard's Charter for the Social Sciences in the Schools.

> First among the conditioning realities which must shape our program of civic instruction is the changing nature of the society in which we live and work. . . . It is one of the stubborn and irreducible facts with which we must reckon. . . whether we struggle to maintain a status quo, to gain some promised land of the future, or to recover a lost paradise. [23]

> Intimately associated with the changing character of modern society, in an inner but not entirely causal relation, is the second conditioning element in our situation, namely, industrialism. . . . The world into which our children are to be graduated, for which they are to be prepared will be a world in which rationality, planning, and intelligent cooperation will have increasing sway in domestic affairs, industry and government. [24]

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[23] Beard, op. cit., p. 27.

[24] Ibid., p. 30-34.

The third conditioning complex to be considered in formulating a program of the social studies for the United States is the system of government under which the pupils are to live, nearly all of them as active participants. . . . Since many important policies of government are of necessity highly controversial, instruction in citizenship if it is not limited to sterile abstractions cuts into difficult themes and affects powerful interests. . . . An attempt to conceal this fact would be futile; an evasion would lead to stultification. It would be better to ignore entirely the subject of government in the social sciences than to confine it to innocuous generalizations on which people agree in theory and disagree violently in practice. [25]

. . . while some of the problems of democracy must find a place in the social sciences program, they cannot form the entire substance of it or work wonders even when they are duly introduced. . . . Furthermore a wide knowledge of facts and discipline in thinking are the prerequisites of a fruitful consideration of controversial questions. Here it seems the schools may lay their emphasis with less danger to their instruction and perhaps more profit to the country. To be sure many facts presented should be germane to problems that the mind may be whetted on live issues as well as dead issues. [26]

Social education cannot help a given society attain its just ends unless it lays bare the structure of international relations and emphasizes the importance of the kind of national behaviour essential to the rational conduct of international affairs. In other words the domestic scene must be firmly fitted into the world scene. [27]

If public school instruction in the Constitution takes the form of artificial tabus never contemplated by the men who framed it, if its essential spirit of progressive adaptation to the needs of society is neglected. . . then the political conflicts of the future cannot be resolved within the rationality

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[25] Ibid., p. 35-37.

[26] Ibid., p. 46.

[27] Ibid., p. 50.

of the law. [28]

Insofar as social science is truly scientific it is neutral; as taught in the schools it is and must be ethical; it must make choices and emphasize values with reference to commanding standards. [29]

Yet. . . we may say that the primary information which social science must supply through the schools to individuals is information concerning the conditioning elements, forces, and ideas of the modern world in which life must be lived. [30]

To attain information certain skills are necessary. These are the signs and instruments of power. In a way this topic might well be the first on the list, for the information imparted in the schoolroom is severely limited in its range and is only a small part of the equipment for life. [31]

Next to the collection of data is skill in analysis -- the power to break massed data or large themes into manageable units, and to get at irreducible elements in any complex under scrutiny. [32]

More difficult. . . is the synthesis--the art of putting elements together, drawing inferences from them, comparing results with previous conclusions and preconceptions. [33]

. . . in our age emphasis is rightly laid on the scientific method. Having wrought marvelous results in the world of nature. . . it has been imported into social studies where it also produces extraordinary results within more decided limits. [34]

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[28] Ibid., p. 86.

[29] Ibid., p. 94.

[30] Ibid., p. 98.

[31] Ibid., p. 99.

[32] Ibid., p. 100.

[33] Ibid., p. 100.

[34] Ibid., p. 101.

Habits no less than knowledge and skill are a characteristic of every rich and competent personality. . . . Among the habits which social science is concerned with forming are personal cleanliness, industry, courlesy, promptness, accuracy and effective cooperation in common undertakings. [35]

Of all the attitudes or loyalties to be cultivated by the social studies, love of country, patriotism, comes first on the accepted programs of civic instruction. . . . The loyalty which history and the social studies can instill is. . . the loyalty of reasoned affection, not the loyalty of tribal prejudice. [36]

Will power and courage must be added if rich and many sided personalities are to be nourished. . . . Strangely affiliated with courage and yet distinct from it is imagination--the capacity to compare, to contrast, to combine and to construct. [37]

Deeply rooted in imagination is another element of the full life--esthetic appreciation. [38]

. . . it is one of the inescapable duties of teachers in the social studies to discover, draw forth, and inspire students with capacity for leadership and creative work. From this source comes the continuous renewal that gives freshness and vigor to civilization. [39]

. . . a program of the social sciences must reassert the significance of criticism and inventiveness as a potent force for progress and a condition precedent to survival. [40]

These then are Beard's main tenets. He presents a

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[35] Ibid., pp. 101-2.

[36] Ibid., p. 105.

[37] Ibid., pp. 106-7.

[38] Ibid., p. 108.

[39] Ibid., p. 110.

[40] Ibid., p. 112.

few others which are paraphrased here. As examples of the sort of progressivism he thinks desirable, he cites: improving public health; promoting the ideal that all must work; providing for a better use of leisure; forwarding the ideal that the fullest educational opportunities belong to all; eliminating undeserved poverty; increasing tolerance; improving man's lot by invention; research and taking thought; avoiding over-materialism; and promoting literature.

Needless to say many of the writings examined in the course of this study which attempted to set down desirable objectives for a Social Studies program, repeated many of Beard's ideas on these lines. The scope of his thinking is so wide as to make this unavoidable. Beard's statement has been chosen in preference to any others because of the unique position of his work in the field of Social Studies objectives. Other authorities are quoted below, therefore, only where they have hit upon some point not mentioned by Beard, or have given emphasis or pithy statement to some mentioned by him only in passing. (Parenthetically, it may be added here, that nowhere in the literature examined was found a single statement that any conceivable aim of education did not rightfully belong among the objectives of the Social Studies.)

Merriam corroborates Beard almost exactly adding

only this:

> One of the types of sophistication with which class instruction may acquaint the citizen is that of the modern revolutionary movements in which indoctrination and propaganda are important. . . . The study of indoctrination may be made one of the most useful topics in the whole range of civic instruction. [41]

Cassels would add:

> . . . with increased productivity has come a tremendous increase in the complexity of the problems with which we are all confronted as consumers. An amazing variety of goods is available for human wants, but few of the people who use them have any idea of how they are made or how their values are determined. [42]

Coleman goes further, thinks pupils should learn to, "Buy rationally, consume intelligently, and organize since the individual consumer is powerless to test, to fight legislation etc." [43]

The Educational Policies Commission of the National Education Association and the American Association of School Administrators lists several criteria of the "educated citizen". In addition to those which overlap the purposes of Beard, stated above, there are the following:

> Conservation. The educated citizen has a regard for the nations resources. . . .
> Law Observance. The educated citizen respects the law. . . .

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[41] Merriam, op. cit., p. 36.

[42] John M. Cassels, "The Rise of Consumer Education", Education, 60:269, January, 1940.

[43] John H. Coleman, "Some Basic Problems of Consumer Education", Clearing House, 13:391, March, 1939.

Political Citizenship. The educated citizen accepts civic duties.[44]

Chase contributes the following:

> The obligations of citizenship begin with the family and end with the human race. Our common concern is to educate world-minded American citizens.[45]

And Hartung tells us that:

> . . . a number of significant experimental attempts have been made to teach directly. . . for the objective and to measure growth in critical thinking or problem solving abilities. The results of these studies have shown that the concepts and abilities involved are definitely teachable, and that even students of low general ability can make definite progress in critical thinking.[46]

C. Summary

We have seen then, thus far, that an objective is a goal or purpose of education, and that the Social Studies are concerned with the business of living and those aspects of the physical world which affect man's manner of living. Examination of the history of Social Studies objectives has shown that there has been a trend away from purely disciplinary aims to a functional or "life demands" approach, and that this in turn has been modified to concentrate more upon the needs and interests of children

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44 The National Education Association and American Association of School Administrators' Educational Policy Commission, op. cit., p. 108.

45 W. Linwood Chase, "Our Common Concern", Social Education, 12:8, January, 1948.

46 Maurice L. Hartung, "Thoughts on Critical Thinking", School Review, 56:315, June, 1948.

themselves, and less upon those of adults.

There is still great dissatisfaction with the methods of stating objectives in the Social Studies as well as with their content. It has been suggested that these objectives might better be (a) stated in the form of an essay or treatise, or (b) analyzed minutely for the guidance of the teacher.

From the literature, a list of Social Studies objectives was derived with which this study will compare those objectives now in use.

CHAPTER III

PROCEDURE

As the first step in this study a list was made up of all those people in the State Education Offices of the forty-eight States and the District of Columbia from whom courses of study might be obtained. Where the name of a person in charge of curriculum development or concerned with elementary education was known, that person's name was used; otherwise, the name of the State Superintendent or Commissioner was used. A letter was then drawn up requesting copies of state courses in use, and sent by Dr. W. Linwood Chase to each person on this list (for sample of letter, see Appendix A).

Replies were received from forty-five states and the District of Columbia, in most cases from some one other than the person addressed. (For the convenience of anyone making a like study the list of those replying is given in Appendix B.) Subsequently, materials were received from twenty-seven states. Of these, seventeen proved to be useful to this study, but ten others sent materials which contained no objectives and so could not be used. Three states, Idaho, Maryland, and New Hampshire, had made no reply whatever by the time this study was completed; although, as will be shown, courses were later

obtained for all three. Of those states from which no materials were received, twelve gave as their reason that their courses were out of print, six that their materials were in the process of revision or of being printed, two others that they had no course at the state level, and one that it was not allowed to send materials out of state. Three others had materials which they would send but wished a payment in advance first. It was decided to make a search in some of the local libraries before ordering these. All of the information given above will be found summarized in Table 1.

From the Educational Resources Library at Boston University, the files of D. C. Heath and Co., and the Library of the Massachusetts Department of Education, materials for eighteen more states were found, bringing the total number available to thirty-five. These are also shown in Table 1 with their dates of publication. It was decided to limit the examination of objectives to those in courses published since 1935, since the Barnett study was done in that year. [1]

When the courses indicated in Table 1 had been assembled, all general objectives were taken down for the analyses that were to be made. Also taken down were such grade

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[1] Barnett, op. cit.

objectives as were found, although here a certain discretion had to be exercised as many of these in the very long lists were repetitive--the same objective recurring for two or more grades either in exactly the same words or only slightly changed to compensate for growing maturity. In such cases the same objective was taken down only once, and then only for the highest grade for which it was given, since there it was usually stated most completely.

The third step in the procedure was to tabulate the various courses examined and analyze the results to see what proportion offered a unified Social Studies program and what proportion specified separate subject matter. This was done in the following manner. Thirty-four courses were divided into three groups. The first group of eleven treated Social Studies as a single unified field. In a second group of nine, the Social Studies consisted of two or more subjects taught separately and concurrently; as History, Geography, Civics, etc. In a third group of fourteen there were units of History, units of Geography, units of Civics, etc., so that while these subjects were not taught concurrently, neither could it be said that a unified program was being followed. Hence, these, for statistical purposes, are classed with the separate subject matter courses. Since almost all courses give a unified program in the first three grades, the status at the highest grade shown is accepted for each

state. (See Tables 2 and 3.)

The fourth step was to construct the following list of classifications of objectives from A Charter for the Social Sciences in the Schools and other portions of the literature quoted in Chapter II. For the purposes of this study, Social Studies objectives are divided into the following categories:

Those which prepare the student to take his place in

1) a society which is dynamic
2) a society which is based on cooperation
3) a society which is a democracy
4) a society in which problems must be solved
5) a society which is part of a complex world situation
6) a society based upon ethical principles

Those which recognize that the student requires

7) facts
8) skills
9) an acquaintance with the scientific method
10) will power
11) courage
12) imagination
13) esthetic appreciation
14) loyalty

Those which recognize the need for habits of

15) cleanliness
16) industry

17) courtesy

18) promptness

19) accuracy

Those which would give the student

20) the ability to analyze

21) the ability to synthesize

22) the ability to lead

23) the ability to invent

24) the ability to recognize propaganda

25) the ability to consume intelligently

26) the ability to create

Those which promote an attitude of progressivism

27) in regard to the improvement of public health

28) in regard to providing for a better use of leisure

29) in regard to educational opportunities for all

30) in regard to the elimination of undeserved poverty

31) in regard to the idea that all must work

32) in regard to tolerance

33) in regard to the improvement of man's lot by invention, research and taking thought

34) in regard to the avoidance of over-materialism

35) in regard to the conservation of natural resources

36) in regard to the acceptance of the responsibilities of citizenship.

The fifth step in this study was to compare the ob-

jectives found in the courses of study examined with the above list. In many cases it was discovered that what was presented in the course as one objective actually cut across two or more of the categories given above. In such cases, all objectives touched upon were credited on the frequency chart. Likewise, many courses had two or more objectives belonging in the same category. In these cases the course was only credited once under such a category. These results may be seen in Table 4.

The course for North Carolina, since it is credited on the frequency chart with fourteen objectives (the median number is 15.4) will serve as an example of the method used in this step. After stating that the list is not intended to be exhaustive, the course lists the following under "Concepts and Generalizations":

1. Man's conception of truth changes.
2. Social changes have traceable causes.
3. Man is a social being and needs contacts with others of his kind.
4. Nothing runs into the present without pressure from the past.
5. Man is an individual and as a member of various groups is increasingly dependent upon others.
6. Physical environment affects and is affected by man.
7. Freedom is enjoyed through the exercise of intelligence and the assumption of responsibility.
8. Conditions of living are being constantly made better.
9. Understanding that men are alike in fundamental respects is basic to improved human relationships.
10. The existence and progress of man are dependent upon his adaptability. [2]

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[2] A Suggested Twelve Year Program for the North Carolina Schools (Raleigh: State Department of Public Instruction, 1942), p. 157.

Under "abilities and skills" the following are presented:

1. The development of good study habits such as beginning a job promptly, listening to and understanding directions, concentrating on the work at hand, and having a plan of work.
2. Ability to do critical reading, interpret data, compile bibliographies, and make a report, oral or written, upon the problem studied.
3. Ability to use a social studies vocabulary.
4. Ability to evaluate sources of information and to recognize and analyze propaganda.
5. Development of time and place orientation.
6. Ability to use and interpret materials, such as maps, globes, slides, relics, newspapers, observation trips, and information gained from interviews and discussions.
7. Skill in the use of numbers in such activities as making personal budgets, community surveys, reading and making graphs, and interpreting social statistics.
8. Skill in obtaining pertinent information from current periodicals.
9. Ability to take part in orderly exchange of opinions with respect for the opinions of others.
10. Ability to use a variety of means of expression, including language, paint, crayon, paper, wood, clay, and the like. [3]

These are compared with the thirty-six categories previously listed in the following manner. Under "Concepts and Generalizations", numbers 1, 2, 4, and 10, are classed with those objectives which prepare the student to take his place in a dynamic society. Number 3 is classed with those which prepare him to take his place in a society based upon cooperation, and number 5 with those which would prepare him to take his place in a society which is part of a complex world situation. Number 6 is classed with those which

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[3] Ibid., p. 158.

recognize that the student needs certain facts, number 7 with those which promote the acceptance of civic responsibilities, and number 9 with those which promote tolerance. Number 8 is classed with those which promote an attitude of progressivism towards the improvement of man's lot by invention and research.

In the group labelled "abilities and skills", number 1 is classed with those which would develop promptness, industry, and will power, numbers 2, 3, 5, 6, 7, and 8 with those which would give the student certain necessary skills, and number 4 with those which would give the student the ability to recognize propaganda and the ability to analyze. Along with the others previously mentioned, number 9 was placed in the category with those objectives which prepare the student to take his place in a society based upon cooperation, and number 10 with those which seek to develop his creative ability.

Next a statistical comparison was made between those courses in which the Social Studies were treated as a single field and those in which they were presented as separate subjects to determine whether there were any significant differences in their objectives. Using the same data as in step three, except that West Virginia and Utah were eliminated since information was available only for grades seven and eight, each of the thirty-six objectives was ranked according

to its frequency in the two groups and the difference in rank compared according to the Spearman Rank Difference Formula to obtain a figure indicating correlation or lack of it between the two groups.

A frequency count was then made to determine the type of organization prevailing in lists of objectives. (See Table 2.)

Another frequency count was made to determine which of the thirty-six categories of objectives from the literature was receiving most attention. The thirty-six were then listed in order of frequency, and the results may be seen on pages fifty-five to sixty-two.

CHAPTER IV

FINDINGS OF THE STUDY

A. Summary of Materials in Elementary School Social Studies Supplied by State Departments of Education

Following is a summary of the replies and materials received and otherwise obtained from the forty-eight states and the District of Columbia.

Alabama replied that its course of study was out of print, but subsequently one was found in the Educational Resources Library at Boston University.[1] This course taught Social Studies as an integrated program. There were seven general objectives for the course, an outline of work, list of units and brief description of units.

Arizona replied that it had a new course of study for elementary school Social Studies at the printers, but it was still unobtainable when this study was completed.

Arkansas sent a handbook[2] which devoted two pages to an integrated program of Social Studies, grade one to eight, including a brief overview, six general objectives, and a statement of content for each grade.

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[1] Alabama, Course of Study and Teacher's Guide for the Elementary Schools Grade One to Six (Montgomery: State Department of Education, 1941).

[2] Arkansas, Handbook for Elementary Teachers (Little Rock: State Department of Education, 1948).

California sent materials which proved to be unusable in this study, since they indicated no objectives.

Colorado sent a communication that it could not supply its course to those outside the state. However, a copy was found in the Educational Resources Library.[3] Social Studies were taught as separate subjects but not concurrently. There were general objectives and some unit objectives. The course covered grades one to eight. Units were listed for each grade and activities suggested.

Connecticut sent its course of study.[4] The course in Social Studies had a fairly detailed statement of philosophy and thirteen general objectives. The program was integrated and there were unit objectives.

Delaware has a course in Social Studies grades one to four, but this was out of print. No copies could be found in any of the accessible collections in Boston. Attempts to acquire a copy on loan proved equally unavailing.

The District of Columbia course of study is still in the experimental stage and therefore unobtainable.

Florida was willing to send materials, but these were found in the files of D. C. Heath and Co.[5] This was a hand-

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[3] Colorado, Course of Study for Elementary Schools (Denver: State Department of Education, 1942).

[4] Connecticut, Education for Living (Hartford: State Department of Education, 1948).

[5] Florida, Social Studies in the Elementary School (Tallahassee: State Department of Public Instruction, 1942).

book to be used in building an integrated Social Studies program. It listed desirable outcomes for grades one to six.

Georgia has no state course at present, but is in the process of developing one. A great deal of other material was sent but none proved usable since it indicated no objectives.

Idaho sent no reply to this survey. But a copy of its course was found in the files of D. C. Heath.[6] This was a treatment of grades one to eight, having Social Studies grades one to three, Geography and History grades four to eight, and Civics in grade eight. There were no grade lists, no subject lists or unit lists, but there was a short statement of purpost from which five general objectives were derived.

Illinois sent materials.[7] These listed ninety-three objectives which were then referred to by number before each grade. There were units of History and Geography but they were not to be given concurrently.

Indiana's materials were out of print but a copy was found at D. C. Heath.[8] There were no grade or unit lists

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[6] Idaho, Curricular Guide Acceptable to the Elementary Schools of Idaho (Boise: State Department of Public Instruction, 1943).

[7] Illinois, Illinois Curriculum and Course of Study Guide for Elementary Schools (Springfield: State Department of Public Instruction, 1943).

[8] Indiana, The Second Tentative Report of the Indiana Social Studies Committee: Grades One to Twelve Inclusive (Indianapolis: State Department of Education, 1942).

but five long and fully stated objectives for the whole program, with a short explanation of each. The Social Studies were offered as separate subjects but these were not taught concurrently.

Iowa sent its course.[9] In spite of its title this proved to be concerned entirely with Geography. There was a brief essay on general objectives in Geography from which some objectives were derived.

Kansas replied that its course was out of print but the Educational Resources Library had a copy on file.[10] This proved to be almost exclusively devoted to Social Studies. The program was given for grades one to eight, and grade objectives were given for each grade. There were separate subject units, not taught concurrently.

Kentucky's course was out of print but a copy was found in the files of D. C. Heath.[11] It offered Social Studies grades one to three, and History, Geography and Civics, taught concurrently, in grades four to eight. Grade objectives, materials needed, and sample units were given for each grade and each subject.

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[9] Iowa, Social Studies in the Elementary School (Des Moines: State Department of Public Instruction, 1944).

[10] Kansas, Teacher's Guide to the Kansas Elementary School Program of Studies (Topeka: State Department of Public Instruction, 1941).

[11] Kentucky, "Elementary Courses of Study (Outlines) Grades One to Eight", Commonwealth of Kentucky, Educational Bulletin (VI, No. 5, 1938).

Louisiana sent its course of study.[12] History, Geography and Government were all taught concurrently as separate subjects. The content of each course was given in considerable detail. Objectives were given for each subject and each grade.

Maine reported that it was at present working on a revision, and no information was available when this study was completed.

Maryland made no reply to this survey, but materials were found in the Educational Resources Library.[13] These were an integrated program for Social Studies, grades one to three. Unit objectives were given and sample units developed. The general objectives given were quoted directly from the Fourteenth Yearbook and other places.

Massachusetts sent its course of study.[14] This gave a unified program for grades one to three, with general objectives and grade objectives. It listed units and suggests activities.

Michigan reported that its course was out of print, and no copy was found in any of the educational libraries used.

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[12] Louisiana, A Guide for Teaching the Social Studies in Grades Four, Five, Six, Seven and Eight (Baton Rouge: State Department of Education, 1946).

[13] Maryland, Social Studies in the Elementary School, Primary Level (Baltimore: State Department of Education, 1940).

[14] Massachusetts, A Curriculum Guide for Primary Grade Teachers (Boston: State Department of Education, 1943).

Minnesota sent materials[15] but their date made it inadvisable to use them in this study.

Mississippi sent its course.[16] In this state the Social Studies were an integrated course through grade three. From four to eight, History and Geography had separate content and objectives.

Missouri was willing to send its course but one was found in the library of D. C. Heath and Co.[17] This offered Social Studies as separate subjects not taught concurrently, grades one to eight. There were no objectives save those for units of work. The units were given in outline form and developed quite extensively.

Montana sent its course of study.[18] The Social Studies here were treated as separate subjects, but not taught concurrently. Six general objectives were given for the course.

Nebraska replied that it was engaged in revising its course. However a copy of the old course was obtained on loan

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15 Minnesota, Social Studies in the Seventh and Eighth Years (St. Paul: State Department of Education, 1932).

16 Mississippi, A Handbook for Elementary Teachers (Jackson: State Department of Public Instruction, 1947).

17 Missouri, Courses of Study for the Elementary School (Jefferson City: State Department of Education, 1942).

18 Montana, Course of Study for Rural and Graded Elementary Schools (Helena: State Department of Public Instruction, 1942).

and this was used in the study.[19] The Nebraska course offered Social Studies as a unified field in grades one and two, History and Geography in grades three to eight, Civics in grades seven and eight, and Character Education throughout the school, all taught concurrently. There were objectives for the whole Social Studies program, for each of the subjects and for units. These were given for all subjects and fairly well developed.

Nevada sent its course of study.[20] The program started with grade three. History, Geography, Civics, and Current Events were taught concurrently as separate subjects with separate objectives for each subject and each grade.

New Hampshire sent no reply. A course of study was found at D. C. Heath, but as this was dated 1930, it was not used.

New Jersey offered to send materials but these were found in the library of the Massachusetts Department of Education.[21] This publication gave objectives for the Social Studies including with each a considerable amount of explanatory material. Sample units were given for each grade

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[19] Nebraska, Course of Study for the Elementary Schools of Nebraska (Lincoln: State Department of Public Instruction, 1936).

[20] Nevada, Course of Study for the Elementary Grades (Carson City: State Department of Public Instruction, 1939).

[21] New Jersey, Building Citizenship in a Democracy Through the Social Studies (Trenton: State Department of Education, 1945).

together with much pertinent information for the beginning teacher. An integrated program was indicated.

New Mexico sent its course of study.[22] This bulletin encouraged teaching the Social Studies as an integrated subject. It gave certain sample units for each grade. No objectives were given except those for the elementary school as a whole.

New York sent a course.[23] It treated Social Studies as a single subject and gave a program for kindergarten through grade six. Objectives and outcomes were given for each grade.

North Carolina sent its course of study.[24] This treated Social Studies as separate subjects, not concurrent. There were twenty objectives given for the whole Social Studies program. Sample units were developed. There were no grade objectives.

North Dakota reported that it was revising its curriculum and no further information was available.

Ohio reported that it had no course of study on the state level.

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[22] New Mexico, Curriculum Development in the Elementary Schools of New Mexico (Santa Fe: State Department of Public Instruction, 1947).

[23] New York, Social Studies for New York State Children (Albany: State Department of Education, 1945).

[24] North Carolina, op. cit.

Oklahoma sent its course of study[25] which provided for separate subjects taught consecutively. It gave an outline of work for eight years and sample units for each grade. It quoted four general objectives from the Fourteenth Yearbook.

Oregon sent word that its course was out of print, but a copy was found at D. C. Heath and Co.[26] This offered a unified but not an integrated program for grades one to eight. Units were listed and developed slightly. There were grade objectives only.

Pennsylvania sent materials, but these proved to be unusable, since they indicated no objectives. It also notified the writer that a new course was being prepared.

Rhode Island had no course at the state level.

South Carolina notified the writer that its course of study was out of print. A subsequent search revealed that this was dated 1928, and so it was decided not to include it in the study.

South Dakota was willing to send its course, but a copy was found in the library of D. C. Heath and Co.[27] It

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25 Oklahoma, A Curriculum Guide for Elementary Schools (Oklahoma City: State Department of Public Instruction, 1948).

26 Oregon, A Guide to the Program of Studies in the Elementary Schools of Oregon (Salem: State Department of Education, 1945).

27 South Dakota, A Guide for Teaching in the Elementary Schools (Pierre:The State Department of Education,1943).

offered a unified program grades one to three; and History, Geography, and Civics, taught either consecutively or concurrently, grades four to eight. Content and activities were given for each grade. There were general objectives and grade objectives for both programs.

Tennessee sent unusable materials but a copy of its course was found at D. C. Heath and Co.[28] This was a short booklet giving a brief outline of subject matter, grades one to eight. Social Studies was an integrated field and objectives were given for each grade.

Texas sent word that its course was out of print but a copy was obtained at D. C. Heath and Co.[29] In this, an outline of content was given for each grade. Social Studies were a single field in grades one to three. History, Geography, and Civics were taught concurrently in grades four to eight. General objectives were given and grade objectives were also given for each grade.

Utah sent its secondary school curriculum which included grades seven and eight.[30] Sixty-seven pages of this were devoted to grades seven and eight where Social Studies

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28 Tennessee, A Guide for Teaching in the Elementary Schools (Nashville: State Department of Education, 1943).

29 Texas, Basic Learning Areas in the Elementary School (Austin: State Department of Education, 1946).

30 Utah, Social Studies, Course of Studies for the Secondary Schools (Salt Lake City: State Department of Instruction, 1947).

were taught as separate subjects but not concurrently. There were objectives given for the course as a whole.

Virginia sent notice that its materials were out of print, but a course was found in the Educational Resources Library.[31] This course for grades one to seven, listed no subject matter to be covered in any subject but gave an integrated guide for each year built around the Social Studies. Units were given for each year and developed to some extent. At the back of the book were listed "Aims of Education", and these were analyzed.

Vermont sent only unusable materials but a course of study was found at D. C. Heath and Co.[32] This course offered Social Studies, grades one to three and grade eight, and History and Geography, taught concurrently, in grades four to seven. There were three long quotations from The Conclusions and Recommendations of the Commission on the Social Studies in the Schools and general objectives for Geography, and some grade objectives, but none for History. There was a complete program of units, fully developed.

Washington replied that its course was out of print,

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31 Virginia, A Course of Study for the Virginia Elementary Schools (Richmond: State Board of Education, 1943).

32 Vermont, A Suggested Course of Study for the Social Studies in the Elementary Schools (Montpelier: State Department of Education, 1938).

but a copy was found in the files of D. C. Heath and Co.[33] This gave a program of separate subjects taught consecutively for grades one to six with general objectives and grade objectives for most grades.

West Virginia replied that it had no course for the elementary school but a book was found in the library of the Massachusetts Department of Education which seemed pertinent enough to use.[34] This gave objectives and an outline of materials for History, Geography and Civics, to be taught concurrently.

Wisconsin sent usable materials.[35] These gave an outline of content from kindergarten to grade twelve, with fifteen general objectives for the entire program. There were units of both History and Geography offered consecutively.

Wyoming sent its course.[36] This offered a unified program, grades one to three. In grade four, only Geography was taught. Objectives were given for the four grades.

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[33] Washington, A Temporary Guide for the Elementary School Curriculum (Olympia: State Department of Public Instruction, 1944).

[34] West Virginia, A Program for Grades Seven, Eight and Nine; Junior High and Elementary Schools (Charleston: State Department of Education, 1946).

[35] Wisconsin, Scope and Sequence of the Social Studies Program (Madison: Cooperative Education Planning Program, 1947).

[36] Wyoming, Course of Study for the Elementary Schools, Social Studies, Grades One to Four (Cheyenne: State Department of Education, 1943).

TABLE 1

REPLIES TO THIS SURVEY RECEIVED FROM THE VARIOUS STATES AND THE SOURCES FROM WHICH MATERIALS WERE OBTAINED, SHOWING DATES OF MATERIALS

	1 Usable Materials	2 Unusable	3 Out of Print	4 Revising	5 No Course	6 Not Allowed	7 Payment Asked	8 Resources	9 D. C. Heath & Co.	10 State Library
Ala.			x					1941		
Ariz.		x		x						
Ark.	1948									
Calif.		x								
Colo.						x		1942		
Conn.	1948									
Del.		x	x							
D. C.				x						
Fla.		x							1942	
Ga.		x		x						
Idaho									1943	
Ill.	1943									
Ind.		x	x						1942	
Iowa	1944									
Kan.			x					1941		
Ky.			x						1938	
La.	1946									
Me.				x						
Md.								1940		
Mass.	1943									
Mich.			x							
Minn.		x								
Miss.	1947									
Mo.							x		1942	
Mont.	1942									
Neb.	1936			x						
Nev.	1939									
N. H.										
N. J.							x			1945
N. M.	1947									
N. Y.	1945									

TABLE 1(CONT.)

	1 Usable Materials	2 Unusable	3 Out of Print	4 Revising	5 No course	6 Not allowed	7 Payment asked	8 Resources	9 D. C. Heath & Co.	10 State Library
N. C.	1942									
N. D.				x						
Ohio					x					
Okla.	1948									
Ore.			x						1945	
Pa.		x								
R. I.					x					
S. C.			x							
S. D.							x		1943	
Tenn.		x							1943	
Tex.			x						1946	
Utah	1947									
Vt.		x							1938	
Va.			x					1943		
Wash.			x						1944	
W. Va.			x							1946
Wisc.	1947									
Wyo.	1943									
TOTALS	17	10	12	6	2	1	3	5	11	2

B. Continuing Prevalence of Separate Disciplines in the Social Studies Field

The Barnett study divided state courses into those offering a unified program and those teaching separate subject matter simply on the basis of their classification by the course itself. In other words, so long as History and Geography were not being taught concurrently it was assumed that a unified program was being followed. By this method it was found that sixty percent of those courses having Social Studies below grade four gave a unified program, while in the middle and upper grades only twenty-seven percent did so.[37] Following the same classification method described above with the thirty-five courses examined in this study, it was found that of thirty-two states having Social Studies below grade four, all but two, or ninety-four percent, had an integrated program. For the middle and upper grades the percentages were not quite so large but still remarkably high. In the middle grades, twenty-three out of thirty-one courses, and in the upper grades, twenty-one out of twenty-nine, offered Social Studies as a single field. Both of these yield a percentage of seventy-two in favor of the unified program.

However it became evident that these figures were not presenting a true picture. Many recent courses offer units of History, units of Geography, and units of Civics, not taught concurrently as they might have been a few years ago,

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37 Barnett, op. cit., p. 15.

TABLE 2

GRADES COVERED BY MATERIALS USED IN THIS STUDY
AND TYPE OF STATEMENT OF OBJECTIVES USED

Grade	Kg.	1	2	3	4	5	6	7	8	Course Subj. Grade	
Ala.		SS	SS	SS	SS	SS	SS			x	
Ark.		SS	SS	SS	SS	SS	SS	SS	SS	x	
Colo.		SS	SS	SS	H/G	H/G	H/G	H/G	H/G	x	
Conn.		SS	SS	SS	SS	SS	SS	SS	SS	x	
Fla.		SS	SS	SS	SS	SS	SS			x	
Idaho		SS	SS	SS	HG	HG	HG	HG	HGC	x	
Ill.		SS	SS	SS	H/G	H/G	H/G	H/G	H/G	x	
Ind.		SS	SS	SS	H/G	H/G	H/G	H/G	H/G	x	
Iowa			SS	SS	H/G	H/G	H/G	H/G	H/G	x	
Kan.		SS	SS	SS	H/G	H/G	H/G	H/G	H/G		x
Ky.		SS	SS	SS	HGC	HGC	HGC	HGC	HGC		x
La.					HGC	HGC	HGC	HGC	HGC		x
Md.		SS	SS	SS						x	
Mass.		SS	SS	SS						x	x
Miss.		SS	SS	SS	HG	HG	HG	HG	HG		x
Mo.		SS	SS	SS	H/G	H/G	H/G	H/G	H/G		
Mont.		SS	SS	SS	H/G	H/G	H/G	H/G	H/G	x	
Neb.		SS	SS	HG	HG	HG	HG	HG	HGC	x	x
Nev.				HGCE	HGCE	HGCE	HGCE	HGCE	HGCE		x
N. J.		SS	SS	SS	SS	SS	SS	SS	SS	x	
N. M.		SS	SS	SS	SS	SS	SS	SS	SS	x	
N. Y.	SS	SS	SS	SS	SS	SS	SS	SS	SS		x
N. C.		SS	SS	SS	H/G	H/G	H/G	H/G	H/G	x	
Okla.		SS	SS	SS	H/G	H/G	H/G	H/G	H/G	x	
Ore.		SS	SS	SS	H/G	H/G	H/G	H/G	H/G		x
S. D.		SS	SS	SS	H/G	H/G	H/G	H/G	H/G	x	x
Tenn.		SS	SS	SS	SS	SS	SS	SS	SS		x
Texas		SS	SS	SS	HG	HG	HG	HG	HGC	x	x
Utah								H/G	H/G	x	
Vt.		SS	SS	SS	HG	HG	HG	HG	SS	x	x
Va.		SS	SS	SS	SS	SS	SS	SS		x	
Wash.		SS	SS	SS	H/G	H/G	H/G			x	x
W. Va.								HGC	HGC		x
Wis.	SS	SS	SS	SS	H/G	H/G	H/G	H/G	H/G	x	
Wyo.		SS	SS	SS	G						x

C = Civics
CE= Current Events
G = Geography
H = History
H/G= Separate Subjects, Consecutive
SS = Social Studies

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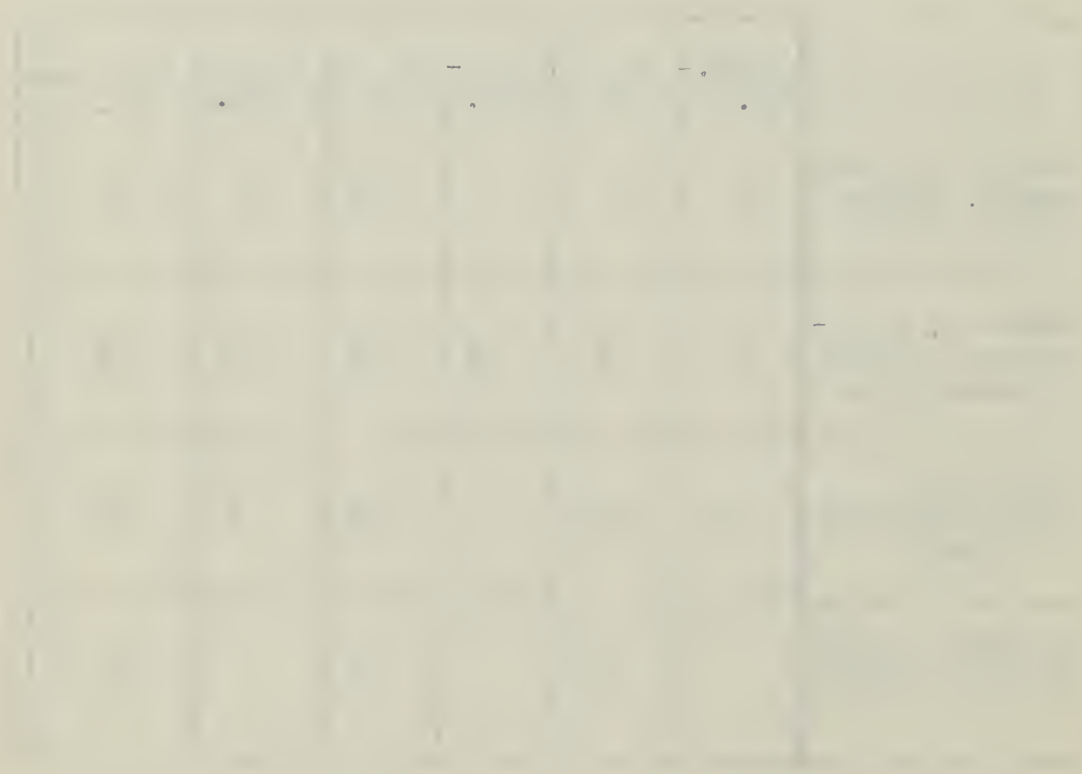
but rather consecutively. Such programs call themselves unified, and in the figures given above are so accepted. Obviously, however, they have not been so much integrated as rearranged, and a finer distinction is necessary if a truer picture is to be obtained. When those courses in which the separate subjects are taught consecutively were classed with those in which they are taught concurrently, somewhat different results were forthcoming. Throughout the primary grades, ninety-four percent of the courses examined followed a truly integrated program, but in the middle grades only twenty-nine percent did so and in the upper grades only twenty-seven percent.

The writer is well aware that these last figures are not truly comparable to those of Barnett which are based on a different definition of the unified or integrated course; but he does feel that their juxtaposition has at least the negative value of showing that integration in the Social Studies field is not proceeding with very great strides, except in the lowest grades of the elementary school. He is of the opinion that had Barnett made a finer distinction in separating her courses something more than the insignificant one or two percent shown in Table 3 would have resulted. It could hardly have been enough, however, to give much comfort to the proponents of an integrated Social Studies program.

TABLE 3

NUMBER AND PERCENTAGE OF COURSES OFFERING SOCIAL STUDIES AND THOSE OFFERING HISTORY, GEOGRAPHY AND CIVICS BOTH CONCURRENTLY AND CONSECUTIVELY IN 1935 AND IN 1948

	Kg.- 3		4 - 6		7 & 8	
	No.	%	No.	%	No.	%
History, Geography, Civics (concurrent)	2	6	8	28	8	28
History, Geography, Civics (consecutive)	0	0	14	43	13	44
Integrated Social Studies (1948)	30	94	9	29	8	28
Unified Social Studies (1935)		60		27		27



C. Lack of Difference in Objectives for the Two Types of Social Studies Programs

Ranking the objectives from the two types of Social Studies programs according to their frequency gave a rank correlation according to the Spearman Rank Difference Formula of .67 (rho=.67). This would seem to indicate that there is no significant difference in the objectives stated for either type or course.

D. Organization Prevailing in Statements of Objectives

From Table 2 it may also be seen that there is a growing tendency to make statements of objectives for subjects as a whole rather than in grade lists. Of thirty-four courses giving statements of objectives, two (six percent) gave only objectives for the school as a whole, while another twenty-two (sixty-six percent) stated objectives for subjects as a whole. Only sixteen (forty-seven percent) listed grade objectives. Comparing these figures with seventy percent for subject lists, and sixty-seven for grade lists in the Barnett study shows a significant trend. [38]

E. Analysis of Objectives

Among the thirty-five courses of study examined in this study only three (nine percent) made any attempt to analyze their objectives. Virginia's were analyzed most completely, New Jersey's fairly well, and Indiana's to some slight degree.

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38 Ibid., p. 17.

Only two courses (six percent) made any effort to state their objectives in a form other than an itemized list, and in the case of neither Idaho nor Iowa was the statement more than a few hundred words in length. This hardly eliminates any of the disadvantages of the itemized list.

From the above it would seem abundantly clear that neither of these ideas has to any extent gripped the imaginations of those responsible for the making of state course of study.

F. Frequency with Which Various Objectives Occur

The following list presents the thirty-six objectives for Social Studies program in the order of the frequency with which they occur in the thirty-four courses of study examined.

1. (Thirty times) To give the student certain facts; i. e., "To gain command of the common integrating knowledges. . . ." [39]
2. (Thirty times) To prepare the student for a place in a society based on co-operation; i. e., "Working co-operatively with others for the achievement of common purposes." [40]
3. (Twenty-three times) To prepare the student for a place in a society which is part of a complex world situation; i. e., "To understand. . . the interdependence of men and

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[39] Arkansas, op. cit., p. 30.

[40] Connecticut, op. cit., p. 62.

nations in this day of almost instantaneous communication and rapid transportation, shifting populations and more highly specialized occupations." [41]

4. (Twenty-two times) To give the student certain skills; i. e., "Skill and habit of using maps, globes, graphs, pictures, and word matter to obtain information and of checking that information by consulting other references." [42]
5. (Twenty-two times) To promote progressivism in regard to tolerance of others; i. e., "One thus comes to have sympathy for different races and different political groups. . . . [43]
6. (Twenty times) To promote progressivism in regard to the conservation of natural resources; i. e., "To develop the value of the economic. . . resources of the environment and the necessity for conserving them." [44]
7. (Eighteen times) To give the student the ability to analyze; i. e., "A systematic procedure in problem solving. . . ." [45]
8. (Seventeen times) To prepare the student to take his place in a society in which problems must be solved;

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[41] Illinois, op. cit., p. 132.

[42] Louisiana, op. cit., p. 118.

[43] Iowa, op. cit., p. 39.

[44] Mississippi, op. cit., p. 219.

[45] Illinois, op. cit., p. 138.

i. e., "Ability to use the facts of geography so that they will serve as a helpful background when evaluating the merits of a current problem of State, national, or international importance." [46]

9. (Sixteen times) To prepare the student to take his place in a democratic society; i. e., "Our outlook on our world is democratic; our rights and privileges are limited only by the just rights and privileges of our neighbors." [47]
10. (Fifteen times) To promote an attitude of progressivism in regard to the improvement of man's lot by invention, research and taking thought; i. e., "Conditions of living are being constantly made better." [48]
11. (Fifteen times) To give the student an attitude of loyalty; i. e., "To develop a sincere and intelligent type of patriotism." [49]
12. (Twelve times) To prepare the student to take his place in a dynamic society; i. e., "To develop an understanding of the changing nature of our society." [50]
13. (Twelve times) To promote an attitude of progressivism in regard to the acceptance of the responsibilities of citi-

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[46] Nevada, op. cit., p. 124.

[47] Massachusetts, op. cit., p. 50.

[48] North Carolina, op. cit., p. 157.

[49] Wyoming, op. cit., p. 72.

[50] Louisiana, op. cit., p. 176.

zenship; i. e., "Freedom is enjoyed through the exercise of intelligence and the assumption of responsibility." [51]

14. (Eleven times) To recognize the student's need for courtesy; i. e., "To gain a right attitude toward personal and social relationships. . . ." [52]

15. (Eleven times) To encourage the student's creative abilities; i. e., "To do creative work." [53]

16. (Ten times) To promote the virtue of industry; i. e., ". . . to be sure that all the information obtainable has been found. . . ." [54]

17. (Ten times) To recognize that the student requires an acquaintance with the scientific method; i. e., "A feeling for the need to delay judgement until sufficient data has been gathered to draw valid conclusions." [55]

18. (Nine times) To promote an attitude of progressivism in regard to the improvement of public health; i. e., "The problems which affect the health and well-being of the individual and the community. . . ." [56]

19. (Nine times) To prepare the student to take his place in

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[51] North Carolina, op. cit., p. 157.

[52] Nebraska, op. cit., p. 249.

[53] Illinois, op. cit., p. 137.

[54] Connecticut, op. cit., p. 62.

[55] Illinois, op. cit., p. 137.

[56] Illinois, op. cit., p. 133.

a society based upon ethical principles; i. e., "A purpose of instruction in the social studies is to develop character: to give the pupils. . . a bent toward the good. . ."[57]

20. (Nine times) To promote an attitude of progressivism in regard to the idea that all must work; i. e., "To develop a knowledge of and an appreciation for all types of honest labor." [58]

21. (Eight times) To promote an attitude of progressivism in regard to the elimination of undeserved poverty; i. e., "The factors which promote civilization such as. . . social service. . . and cooperative methods of buying and selling goods." [59]

22. (Eight times) To recognize that the student requires the ability to synthesize; i. e., ". . . provide practice in constructive thinking, reasoning and judging." [60]

23. (Eight times) To recognize that the student requires aesthetic appreciation; i. e., ". . . to give the pupils . . . an appreciation of the beautiful. . . ." [61]

24. (Seven times) To recognize that the student will use leisure time; i. e., ". . . to enrich the leisure time of

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[57] Oklahoma, op. cit., p. 22.

[58] Massachusetts, op. cit., p. 81.

[59] Illinois, op. cit., p. 133.

[60] Indiana, op. cit., p. 2.

[61] Oklahoma, op. cit., p. 22.

oneself and others." [62]

25. (Seven times) To promote an attitude of progressivism in regard to educational opportunities for all; i. e., "To understand. . . the factors which promote civilization, such as; increased education." [63]

26. (Six times) To recognize that the student needs the habit of accuracy; i. e., "The ability to make computations accurately." [64]

27. (Six times) To recognize that the student needs the habit of promptness; i. e., "The development of good study habits, such as beginning a job promptly. . . ." [65]

28. (Five times) To recognize that the student requires courage; i. e., "Acting courageously in defense of what is right." [66]

29. (Five times) To recognize that the student requires the habit of cleanliness; i. e., "Consideration. . . of others. This general habit involves such specifics as. . . cleanliness. . . ." [67]

30. (Five times) To recognize that the student requires the

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[62] Nebraska, op. cit., p. 177.

[63] Illinois, op. cit., p. 133.

[64] Virginia, op. cit., p. 516.

[65] North Carolina, op. cit., p. 158.

[66] Illinois, op. cit., p. 138.

[67] Connecticut, op. cit., p. 62.

ability to understand propaganda; i. e., "To develop a critical attitude toward what one reads, hears, or sees." [68]

31. (Four times) To recognize that the student requires imagination; i. e., "The tendency to give objective expression to ones personality through. . . composition . . . and artistic performance." [69]

32. (Four times) To recognize that the student must consume intelligently; i. e., ". . . by participation in activities that offer a training in the selection and use of consumer goods. . . ." [70]

33. (Three times) To develop will-power; i. e., "To appreciate the sacrifice and hardships in the lives of the early American Settlers. . . . To develop an appreciation of the courage and sacrifice of our American leaders. . . ." [71]

34. (Three times) To discover and encourage the ability to lead; i. e., "They must share experiences, must participate, sometimes by leading, sometimes by following." [72]

35. (Twice) To discourage over-materialism; i. e., "A wholesome attitude toward those things which are necessary in

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[68] Nebraska, op. cit., p. 177.

[69] Virginia, op. cit., p. 500.

[70] Indiana, op. cit., p. 2.

[71] Kansas, op. cit., p. 79.

[72] Massachusetts, op. cit., p. 50.

meeting the common needs of life." [73]

36. (Once) To discover and encourage the ability to invent; i. e., "To grow by continuously increasing one's purposeful experiences, and. . . gaining in ability. . . to use each succeeding experience." [74]

The range above is one to thirty, the median, 22.5. From the above grading it would appear that the assimilation of facts whose value at the elementary level has long been questioned exercises considerable influence with the makers of curricula. It would also appear that such important aims as the recognition of ethical principles, the encouragement of imagination, will-power, and the ability to lead and invent, and the discouragement of over-materialism are being somewhat neglected. To be sure, the mere omission of a principle from a statement of objectives does not mean that it is being totally disregarded any more than its inclusion would mean that it were receiving due attention. We may be sure that gifted and exceptional classroom teachers will give ample consideration to these and all other worthy objectives. But what of the newly-minted and inexperienced teachers for whom most of the courses of study are intended? Would they not be the better for an explicit statement of these aims and an indication of how best they can be achieved?

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[73] Illinois, op. cit., p. 135.

[74] Nebraska, op. cit., p. 177.

TABLE 4

THIRTY-SIX OBJECTIVES FOR ELEMENTARY SCHOOL SOCIAL STUDIES AS THEY APPEAR IN THE STATE COURSES OF STUDY EXAMINED

	Ala.	Ark.	Colo.	Conn.	Fla.	Idaho	Ill.	Ind.	Iowa	Kan.	Ky.	La.	Md.	Mass.	Miss.	Mont.	Neb.	Nev.	N.J.	N.Y.	N.C.	Okla.	Ore.	S.D.	Tenn.	Tex.	Utah	Vt.	Va.	Wash.	W.Va.	Wis.	Wyo.
Dynamic	x				x		x					x		x	x	x		x			x		x				x		x				
Cooperation	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x		x	x	x	x	x	x
Democracy	x		x	x			x	x				x		x		x		x						x	x		x		x		x	x	x
Problems	x	x		x			x	x	x			x	x		x			x				x		x			x		x		x	x	x
Complex World							x	x	x	x	x	x	x	x	x	x		x	x		x	x		x	x	x		x	x	x	x	x	x
Ethics				x			x					x	x	x			x	x				x							x				
Facts	x	x	x		x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x
Skills		x	x		x		x			x	x	x		x	x			x	x	x	x		x	x			x	x	x	x	x	x	x
Sci. Method		x			x		x							x			x	x						x		x	x		x				
Will-power										x											x			x									
Courage				x			x										x							x					x				
Imagination							x																	x	x				x				
Esthetic					x					x		x		x	x							x				x			x				
Loyalty			x	x			x			x	x	x		x			x	x		x				x		x			x		x		x
Cleanliness		x	x	x						x																			x				
Industry		x	x	x						x		x					x		x		x			x					x				
Courtesy		x	x	x	x		x			x				x			x							x					x	x			
Promptness		x	x	x						x											x								x				

CONTINUED

TABLE 4 (CONT.)

	Ala.	Ark.	Colo.	Conn.	Fla.	Idaho	Ill.	Ind.	Iowa	Kan.	Ky.	La.	Md.	Mass.	Miss.	Mont.	Neb.	Nev.	N.J.	N.Y.	N.C.	Okla.	Ore.	S.D.	Tenn.	Tex.	Utah	Vt.	Va.	Wash.	W.Va.	Wis.	Wyo.
Accuracy		x	x	x						x									x										x				
Analysis					x		x		x			x		x	x		x	x	x	x	x	x		x	x		x	x	x		x		
Synthesis												x			x		x					x		x					x		x		x
Lead			x											x										x									
Invent																	x																
Propaganda							x							x			x				x	x											
Consume	x				x			x																					x				
Create							x					x			x		x				x			x		x	x		x		x		x
Public Health				x			x								x			x				x		x		x						x	x
Leisure							x		x								x	x						x	x			x					
Education				x			x					x						x				x							x		x		
Elim. of Poverty				x			x								x			x				x		x					x		x		
All Work					x		x			x			x	x			x			x				x									x
Tolerant				x			x		x		x	x		x	x	x	x	x	x	x	x	x		x	x	x		x	x	x	x	x	
Research	x			x	x		x					x	x	x				x			x	x	x			x			x			x	x
Materialism							x																						x				
Conserve	x				x		x	x	x	x	x	x	x	x	x		x	x		x				x	x	x			x	x	x		
Citizenship	x			x				x		x	x	x			x		x				x			x					x	x			
TOTALS	9	1	1	1	1	2	2	6	8	1	2	1	8	1	1	6	1	1	2	2	1	1	5	2	8	1	8	7	2	8	1	1	2
		0	1	7	2	2	5			5	2	9		8	5		8	8			4	4		4		1			8		2	1	

Range (horizontal) = 2-28 Range (vertical) = 1-30
Median " = 15.4 Median " = 22.5

CHAPTER V

SUMMARY AND SUGGESTIONS FOR FURTHER STUDY

The problem of this study was to determine certain facts about the status of Social Studies objectives at the elementary level as shown in State courses of study. It was further proposed to compare certain of these findings with a similar study done in 1935.

The availability of materials in forty-eight states and the District of Columbia was investigated and reported.

Materials were obtained from forty-four states, three of these were not considered because they were published prior to 1935, and seven more because they indicated no objectives.

From these, four hundred and twenty-three objectives were obtained. These were compared with a list of thirty-six objectives obtained from the literature, and further analyzed.

A comparison of these findings with those of the study done in 1935 makes it apparent that there have been some changes in the intervening years.

1. There has been a definite trend away from the concurrent teaching of courses in History, Geography, and Civics, but, except in the first three grades of the elementary school, there has been little true integration of subject matter. Rather, a large number of courses examined (44%) presented successive units, or successive years of History, Geography,

and Civics, within a framework of Social Studies.

2. There is no statistically significant difference in the sort of objectives stated for the two types of program mentioned above.

3. There has been a growing tendency since 1935 to abandon the practice of stating objectives in grade lists, and to adopt instead, statements of objectives for whole subjects or for the school as a whole.

4. Although there has been a growing body of opinion among the authorities in recent years that the statement of objectives in lists is somewhat less than satisfactory, only five states have made any effort to present them in any different way. Virginia, New Jersey, and Indiana, analyzed their objectives, and Idaho and Iowa treated theirs in brief essay form rather than in lists.

5. Of the thirty-six objectives derived from the literature, those occurring in twenty or more courses of study were:

a) The acquisition of a body of facts

b) Increased cooperation

c) Realization of a complex world situation

d) The acquisition of certain skills

e) Increased tolerance

f) The conservation of natural resources

Those occurring five times or less are:

a) Courage

b) Cleanliness

c) The ability to recognize propaganda

d) Imagination

e) The ability to consume intelligently

f) Will-power

g) Leadership

h) Avoidance of over-materialism

i) Inventiveness

Among the possibilities for further investigation opened by this study, are the following:

1. A similar study of the courses in use in the fifty largest cities in the United States.

2. A closer examination of the same courses of study treated here to determine to what extent provision is made among the suggestions for teaching to carry out the objectives stated.

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Oregon, A Guide to the Program of Studies in the Elementary Schools of Oregon. Salem: State Department of Education, 1945. 279 pp.

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West Virginia, A Program for Grades Seven, Eight and Nine: Junior High and Elementary Schools. Charleston: State Department of Education, 1946. 518 pp.

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APPENDIX A

SAMPLE OF LETTER SENT TO THE VARIOUS STATES

Boston University

School of Education

84 Exeter St

Boston 16, Massachusetts

November 2, 1948

Mr. Douglas Chittick
Director of Curriculum
Office of the State Superintendent of Public Inst.
Bismark, North Dakota

Dear Sir:

A graduate student under my direction is making a study of the objectives in published courses of study for the Social Studies in the elementary school through Grade VIII.

Since my own particular field is that of elementary school social studies I am most interested in this undertaking. I would much appreciate your sending me at the above address a copy of the Social Studies curriculum for the State of North Dakota through Grade VIII.

If there is any charge for this please bill me at this office.

Sincerely yours,

W. Linwood Chase
Professor of Education

APPENDIX B

NAMES AND ADDRESSES OF THOSE FROM WHOM REPLIES WERE RECEIVED IN MAKING THIS SURVEY

Alabama, T. W. Smith, Curriculum Consultant, Department of Education, Montgomery, 4, Ala.

Arizona, Lillian B. Johnston, Director Elementary and Curriculum Division, Department of Public Instruction, Capitol Building, Phoenix, Arizona

California, State Department of Education, Bureau of Textbooks and Publications, Sacramento, 14, California

Colorado, Nettie S. Freed, State Superintendent of Public Instruction, State Department of Education, Denver, Colorado

Connecticut, Ann V. Foberg, Supervisor, Elementary Education, State Department of Education, Hartford, Connecticut

Delaware, H. B. King, Assistant Superintendent in charge of Elementary Schools, Department of Public Instruction, Dover, Delaware

District of Columbia, Carl F. Hansen, Associate Superintendent of Public Schools, Franklin Administration Bldg., Thirteenth and K Sts., N. W., Washington, 5, D. C.

Florida, Mildred E. Swearingen, Specialist in Elementary Education, Department of Education, Tallahassee, Florida

Georgia, H. S. Shearouse, Director, Twelve Year Program, State Department of Education, State Office Building, Atlanta, 3, Ga.

Indiana, Paul Seehausen, Consultant for the Social Studies, Department of Education, Indianapolis, 4, Indiana

Kansas, Ursula Henley, Director of Curriculum, Department of Public Instruction, Topeka, Kansas

Kentucky, Mark Godman, Head of the Bureau of Instruction, Department of Education, Frankfort, Kentucky

Maine, Howard L. Bowen, Associate Deputy for Elementary Education, Department of Education, Augusta, Me

Michigan, Marion H. McClench, Division of Administrative Services, Department of Public Instruction, Lansing, 2, Mich.

Mississippi, Clyde V. McKee, Supervisor, Rural and Elementary Schools, Department of Education, Jackson, Mississippi

Missouri, Cecil Jenkins, Director of Special Services, Department of Education, Division of Public Schools, Jefferson, Missouri

Montana, Mrs. Lillian L. Peterson, Rural School Supervisor, Department of Public Instruction, Helena, Montana

Nebraska, Mrs. Edith S. Greer, Assistant Director, Supervision and Curriculum, Department of Public Instruction, State Capitol, Lincoln, 9, Nebraska

Nevada, Mrs. Berniece Ihfe, Department of Education, Carson City, Nevada

New Jersey, Thomas J. Durell, Assistant Commissioner of Education, Department of Education, 175 West State Street, Trenton, 8, New Jersey.

New York, Helen Hay Heyl, Chief, Bureau of Curriculum Development, State Education Department, Albany 1, New York

North Carolina, Clyde A. Erwin, Superintendent of Public Instruction, State of North Carolina, Raleigh, N. C.

North Dakota, E. Helen Irons, Director of State Examinations, Department of Public Instruction, Bismarck, N. D.

Ohio, R. M. Garrison, School Supervisor, Department of Education, Columbus, Ohio.

Oklahoma, Jake Smart, Director of Curriculum, State Department of Public Instruction, Oklahoma City, Oklahoma.

Oregon, Florence E. Beardsley, Director of Elementary Education State Department of Education, Salem, Oregon.

Pennsylvania, Leversia L. Powers, Chief, Elementary Education, Department of Public Instruction, Harrisburg, Pa.

South Carolina, Thomas J. Dowling, Director of Instruction, Department of Education, Columbia, S. C.

South Dakota, Margaret Hengel, Secretary to Elementary Supervisor, Department of Public Instruction, Pierre, S.D.

Texas, A. B. Martin, Director of Curriculum, State Department of Education, Austin, Texas.

Utah, Jennie Campbell, Director of Elementary Education,
Department of Public Instruction, Salt Lake City, 1, Utah.

Virginia, Orville W. Wake, Director of Elementary Education,
State Board of Education, Richmond, 16, Va.

Washington, Berghild Helgesen, Administrative Assistant,
Superintendent of Public Instruction, Olympia, Washington.

West Virginia, Maud J. Broyles, Assistant, Elementary Schools,
Department of Education, Charleston, 5, W. Va.

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